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ABSTRACT

This study explores the potential benefits of multigenerational day care programs. Two small preschool programs serving predominantly low income black families were chosen for comparison. The programs were matched for child/staff ratio, level of staff professionalism, and characteristics of families served. The programs differed, however, in their educational philosophies and in the physical facilities available to them. One program was considered a traditional child care program; the second involved the use of foster grandparents over 60 years of age as paraprofessionals assisting in children's activities. Data were collected through testing, interviews, and observations involving children, parents, older adults, staff members, and other professionals in the fields of child care, gerontology and volunteerism. The data were used to analyze the attitudes of the children, parents, and staff, and the interactions among children, staff and older adults in each program. Also examined were the levels of professionalism necessitated by the multigenerational programs. Although results from testing suggested few differences between the traditional and the multigenerational programs, data from interviews and observations suggested that both the children and the older adults benefited from the experimental program. On the basis of the findings, suggestions are made for revisions to the Federal Interagency Day Care Requirements as they pertain to multigenerational child care programs. In addition to the study, the paper presents background material on the potential role older adults can play in various types of child care programs. (BD)

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MULTIGENERATIONAL DAY CARE

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It is being distributed to solicit comments and criticisms to assure technical soundness, the adequacy of supporting materials, relevance, and general comprehensibility. It is hoped that this paper and its review will contribute to the improvement of the public debate on social policy and the proper Federal role in regulating child day care.

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CHAPTER I

INTRODUCTION

> I sometimes have a dreadful fear that mine will be the last generation to know old people as friends, to have a sense of what growing old means...
>
> (Curtin, 1972)

There has been much speculation over the increasing age segregation occurring in our society, by those within the field of gerontology, as well as experts in other fields. Margaret Mead (1975) refers to age segregation as disintegration "of our society along age lines." Zigler (1973) states, due to the lack of contact children have with other age groups in our present society that "the country has become fractionalized along age lines."

America's urban areas demonstrate the disquieting reality of age segregation. One can find the poor and elderly, oftentimes synonymous, living in one area of the city, while younger families and singles live in other areas (Regnier, 1975). This poses the frightening prospect of many young children today growing up without ever having

had close contact with anyone over the age of sixty. This loss of contact deprives children of a special kind of companionship, affection and love, as well as insight into the aging process and old age. The older adult will also be deprived of this special kind of relationship (Smith, 1972).

The potential consequences of age segregation have given impetus to the concept of bringing together the old and the young in a unique setting, child care programs. This new concept in child care is referred to as multi-generational child care. It consists of older adults, as well as younger adults supervising pre-school children in the child care setting.

As child care programs grow in numbers, more and more facilities will be experimenting with this new concept of involving older adults in child care programs, as volunteers or paraprofessionals; individuals who are trained to work under the guidance of professionals on either a paid or non-payment basis (Cohen, McNichol, and Peters, 1974). At the present, there are a small number of child care programs which utilize the talents of older adults. They include participants from the Foster Grandparent Program, Retired Senior Volunteer Program (R.S.V.P.), both sponsored by ACTION, and the Dedicated Older Volunteers for Educational Service program (D.O.V.E.S.), which is sponsored through

grant monies, by the Los Angeles Public School System. These older volunteer programs are helping to pioneer the concept of multigenerational child care programs.

Since the concept of multigenerational child care is relatively new, the research conducted in this area is limited. Little information exists on the benefits that can be received from intergenerational contact in child care settings. Therefore, the present study seeks to investigate multigenerational child care settings, where older adults, individuals over sixty, act as paraprofessionals in supervising pre-school children along with younger adults, and seeks to determine the benefits of this interaction. In doing so this study attempts to:

(1) Investigate attitudes of pre-school children in multigenerational child care programs towards older adults, compared to pre-school children in traditional child care programs:

   (a) investigate the contact children from both child care programs have at home with older adults;

   (b) compare attitudes of parents of children from both child care programs towards older paraprofessionals working in child care programs;

   (c) compare parental feelings towards improvement in children's behavior in both child care programs.

(2) Investigate the social and communication skills of pre-school children in multigenerational child care programs, compared to pre-school children in traditional child care programs.

(3) Investigate the level of professionalism needed by older adults working as paraprofessionals in child care programs, inclusive of suggestions for possible training programs for older paraprofessionals.

(4) Investigate the professionalism of other staff who work with older adults in multigenerational child care programs.

(5) Suggest revisions in Federal Interagency Day Care Regulations for multigenerational child care programs.

This information will be gathered through empirical research, observational data, interviews with professionals and paraprofessionals. It could then be utilized to update Federal Interagency Day Care Regulations and developed into federal guidelines in terms of senior citizen involvement so that both the young and the old can gain the utmost from these programs through a positive and rewarding experience through their interactions.

Before proceeding, there are two major limitations which exist in this study. The first is that the child care programs investigated for this study catered to the needs of low socioeconomic Black families. Therefore, the study lends itself mostly to this ethnic group and reflects the Black culture and family life in the United States, generalizing on the role of the older adult and the needs of the pre-school child.

The second major limitation is that the samples were non-random. The children were not randomly assigned to

treatments, instead existing sites were utilized. Hence, it is a distinct possibility that the parents of the children from the multigenerational child care program chose this program on the basis of its innovative nature, thus, predisposing the children's attitudes towards older adults in the multigenerational sample.

CHAPTER II

BACKGROUND

The intent of this chapter is to explore the role of the older adult in our society and its impact upon the lives of children. More specifically, the involvement of older adults as paraprofessionals in child care programs is reviewed, in light of the benefits both young and old can receive from this exchange. The very essence of the interaction as pointed out in the following sections stems from a need to bring young and old together and reinforce the grandchild/grandparent dyad which may enhance some vital elements of growth for the child. This chapter concludes with some suggestions on how to successfully integrate older adults into child care settings.

Day Care

Currently, there are approximately 3,700,000 working mothers with children under the age of five in the United States. By the year 1980, this number will have increased to 5,300,000 (Lyle and Zamoff, 1973). The increase in

working mothers will accordingly increase the number of children in child care programs. Since recent studies designate that more of our youngsters will spend their waking hours in child care programs, the need for viable environments for them cannot be over emphasized (Lyle et al., 1973).

A viable environment has been defined by child care experts as one which caters to the total needs of the child. Roby (1972) specifies that viable environments include a good developmental program which enable the child to exercise physical capacities, promote and encourage social and emotional interactions and provide impetus for the child to explore his/her own intellectual capabilities, while also addressing the needs of the family. In this way the children can achieve their fullest potential. Braga and Braga (1973) also agree that by supplementing the home environment, child care is offering the child optimal development, since child care programs can provide for children's needs when working parents are not able to do so.

In the U.S. Department of Health, Education and Welfare's Guides to Day Care Licensing (no date), it is stated that adequate activities and services should exist in child care programs to enhance development and encourage parental involvement. Hence, experts agree that a viable environment directs its attention to all aspects of the

child's development, with the child care environment, encouraging input from the home environment and calling for the child care environment to complement the home environment (Levenstein, 1972).

Other child care experts have expressed their concern for viable environments in terms of a "community" perspective. These professionals perceive child care as a vehicle for providing services to a whole community (Widner, 1974). This perspective is referred to as the "total environmental approach," where child care is a human system involving people; children, families, staff, planners, the young and the old, white and black, poor and affluent; hence, an environment which meets the needs of a variety of individuals and hopefully improves upon the qualities of their lives (Peters and Winters, 1974).

One means for achieving a "total environmental approach," is by coordinating services for the young and the old within the child care setting, by involving older adults in the program. To involve older adults as volunteers or paraprofessionals in the child care setting could be particularly beneficial for older adults, as many suffer from boredom due to loss of job roles, motherhood or fatherhood roles (Butler and Lewis, 1973; Curtin, 1972; Rosow, 1974). Rosow (1974), in particular, feels that role loss is an unwelcomed state for the older adult. For the children,

the involvement of the older adult in child care programs can also be beneficial, since older adults can fulfill children's basic needs and children need contact with as many adults as possible, so that their concept of adult participation in our society is broadened. Today, many children only have the opportunity to view the roles of the two adults within the nuclear family (Weber, 1973).

Older adults in the child care setting fulfill basic needs for the children by providing them with the individualized care which the teacher is too busy to provide (Beverley, 1975). Handler (1972) specifically states that the "disadvantaged child," one who has two working parents, has less contact with adults, and therefore needs more adult-child relationships to fulfill basic needs. The provision of individualized or one-to-one relationships is a crucial area, where the older adult participating in the child care setting can be helpful.

In investigating adults as role models in the child care setting, Peters et al. (1974) point out that since a child spends from eight to ten hours in the child care setting, the adults involved in the program become important socializing forces for instilling values and attitudes. In fact, the preschool years have been cited as sensitive years for introducing attitudes and values to children since they are developed very early in life (Hymes, 1966).

Various studies have empirically demonstrated that the first five years of life are the most rapid physical, socioemotional, language and cognitive development of the child, hence, the quality and kinds of stimulation the child receives during these early years can influence their attitudes in the future (Braga et al., 1973). Therefore, older adults in child care programs can be significant as role models for young children and for developing positive attitudes toward aging and old age.

Multigenerational child care programs bridge the commitment to home and to community as recommended by child care experts, by providing new roles for older adults, offering individualized care for children and by the implantation of positive values on aging. Bringing old and young together has the potential of providing services while satisfying the needs of various groups of people. The particular ability of the older adult to enhance and vitalize the child care setting is even more far-reaching as will be further explored in the following sections.

The Role of the Grandparent

The role of the older adult as grandparent in the lives of young children is feared by many to be a dwindling activity. Child care, in some respects, has become the culprit since grandparents no longer need to act as substitute parents in the absence of working parents (Boyd, 1969;

Neugarten and Weinstein, 1975).

The diminishing role of the grandparent is not only tragic from a traditional perspective, but also from the benefits reaped from it by the grandchild. "Grandparents widen the social horizon and the circle of security for their grandchildren. This is of infinite benefit since 'small persons' need to love and be loved by several adults and in addition, to experience life beyond the scope of the immediate family and its domicile" (Boyd, 1973).

Kahana and Kahana (1970) and Hader (1965) both perceive the grandparent role as a positive and supportive one in the development of the grandchildren. Mead (1975) sees the grandparent in the role of the educator and expresses a loss at the fact that children no longer have the adventurous avenue by which to absorb the past, as they did when there was more contact between grandchildren and their grandparents. For this reason, she cites the child care setting as a perfect one for restoring a sense of community between young and old. This more emphatically emphasizes the significant role the older adult plays in the child care setting, as one who enhances the child's experiences and adds support and nurturance to his/her development.

In Black families, the grandparent or older adult has a particularly valuable role, since Black children have more contact with older relatives. Presently, Black fami-

lies have more contact with extended kin than do white families and receive more help from their kin for child care (Hays and Mindel, 1973). Hill (1971) states that although Black families are much more likely than white families to take in other younger related members, 3 percent of white families take in relatives under the age of 18 as compared to 13 percent in Black families; that the highest percentage occurs in those families headed by elderly Black women, where 48 percent take in young children. Due to the increased contact Black children have with older extended kin, they are more likely to play an important role in the socialization of children in the Black family than they do in the white family (Hays et al., 1973). This information demonstrates the significance of the role of extended kin within the Black family as compared to the white family and, in particular, that of the elderly Black woman in raising young children.

Since the role of the Black grandparent or older adult is one of contact with young children, their role in the child care setting can be a very significant one in bringing forth some consistency between the child care program and home life. The U.S. Department of Health, Education and Welfare's Guide for Day Care Licensing (no date), recommends that child care programs be in harmony with the life-style and cultural background of the child. In an

interview with Stephanie Feeny, Assistant Professor of Curriculum and Instruction at the University of Hawaii ("Child-care Debate: Key Questions," 1973), she states that "an effective program respects and uses the child's experiences and his own heritage." Laosa (1974) expresses in his discussion of Spanish-speaking children, that since Spanish-culture places a strong value on extended family ties, relational, interdependence and cooperation among family members, staffs working with Spanish-speaking children should reinforce this aspect of their cultural heritage. Hence, continuity between cultural life-style and child care programs is vehemently encouraged and seems to call for a viable child development program for all involved and one which can effectively serve an entire community.

While some of the reasons for involving older adults in child care settings, directed at minority children, do not hold true for Caucasian children and vice versa, there is still reason to involve older adults in all child care programs. Black and other minority families have a traditional cultural heritage of extended kin which should transcend the child care setting to further enhance a traditional life-style. The Caucasian family, as well as the Black family need the contact with older adults to restore a feeling of community and prevent fractionalization along

age lines (Zigler, 1973), thus renewing the fading grandparent role.

Role of Paraprofessional as it Benefits the Child

There have been many studies conducted which have determined that older adults can enhance and vitalize the experience of young children in and out of the child care setting. The Foster Grandparent Program has resulted in many positive benefits to children's social, emotional, and cognitive skills, as shown in several empirical studies.

In an early study conducted by Saltz (1971), she found that the addition of foster grandparent care to institutionalized children was associated with strikingly positive effects on the children's social and intellectual development; i.e., improvement in motor, behavioral, and verbal skills. In a later study, also conducted with institutionalized children, she revealed that the experimental group which received foster grandparent care demonstrated higher IQ scores in both a cross-sectional and a longitudinal study, than did the control group (Saltz, 1973). The control group was from a similar institutional environment, which provided general stimulation, but no foster grandparent care. Saltz (1973) attributes the increase in skills among institutionalized children who receive foster grandparent care to the individualized one-to-one relationship.

Nash (1968) reports on results issued by Greenleigh Associates, who conducted a study on the Foster Grandparent Program in institutional environments. They found that within six months from its onset, 70 percent of those children who received foster grandparent care showed improvement in their social and emotional behavior or in health and physical condition; in 56 percent there was improvement in relationships with adults and peers; 52 percent showed improvement in emotional adjustment; 38 percent demonstrated improvement in physical health, sleeping and eating; and in 38 percent there was improvement in physical mobility, motor skills and self-care.

Although the above empirical findings refer to increased benefits to the institutionalized child, both Saltz (1971) and Nash (1968) agree that older adults would be valuable in "quasi-family settings, such as pre-schools and child care settings." Nash (1968) points out that this additional care frees the staff to devote their attention to other responsibilities, hence older adults should be given full consideration as care providers in child care settings.

Seney (1974), from a strictly observational point of view, specifies that the individual attention the older adult has to offer encourages the child to verbalize and, thus, his/her behavior and school work improves. Prescott

(1974) notes that the one-to-one relationship relieves the teacher of specific tasks and provides the child with special attention.

The older adult as a participant in the child care program can also be beneficial for their potential in developing healthier perspectives on aging and old age. This has become a salient issue since the present general social climate in this country is unfavorable toward aging and the aged (Britton and Britton, 1969).

Attitudes are an important issue with pre-school children since beliefs and attitudes are internalized in childhood and remain with an individual throughout life; hence young children are at a sensitive age at which to endow more positive values (Hickey and Kalish, 1968). Estvan and Estvan (1959) in their investigation of children's social perceptions of the world, found that by the time children enter school, many of them have already developed strong emotional or value sets, hence, development of the child's social perception "cannot be emphasized too much or begin too early." In a study conducted by Thomas and Yamamoto (1975) they found that values and attitudes children develop early in life on perceptions of adult roles, follow them throughout and have a strong influence upon their adult roles.

Although there is limited information available on pre-

school children and their atttitudes towards older adults, the need for increased contact between the young and the old for instilling more positive values is encouraged as a result of many studies. Aaronson (1966), in his study of stereotypes of personality changes which occur with aging, found in a sample of twenty persons, with an age range of 18 to 42, that stereotypes in young adults do diminish given experience with older adults. Hickey et al. (1968), as a result of their research on "Young People's Perceptions of Adults" recommend contact between the old and the young for developing positive attitudes on aging. They exemplify their ideology in terms of a program presently being conducted in Great Britain. In this program, middle-aged adults help and direct young students with volunteer services among the elderly in order to establish healthier perspectives on aging among the young, as well as filling needs for the elderly. Clavan and Vatter (1972) consider contact between the young and the old a vehicle for promoting healthier perspectives on aging since, "it would prepare children for their future socialization into old age and keep older adults abreast of contemporary issues."

Another advantage to bringing older adults into contact with young children is found in their ability to understand one another. Arlton and Le Roux (1969), after

conducting a study where older adults working with institutionalized children were found to have a positive effect on them, concurred that older adults and young children seem to be able to resolve each other's problems and fulfill each other's needs, hence, they can be mutually beneficial to one another. In a survey conducted in The Older Volunteer (no date), one interviewee commented, "Young and old seem to be able to answer a need for each other that could not have been answered in any other way." The interviewee concluded with,

> We, as Americans, have to learn to value the wisdom and resources that our older citizens can provide. What better way to endow youngsters with these values and attitudes than to have them in the classroom? (The Older Volunteer, no date)

The older adult has the talent and ability to enhance the child care program through his/her patience and endeavor to provide individualized attention which promotes growth and development in the child. The older adult has also demonstrated a natural ability to understand and interact with children. Hopefully, through continual utilization of the talents of the older adult, a basis for developing healthier perspectives on aging, beginning with young children will be achieved.

The Role of the Paraprofessional as it Benefits the Older Adult

The inclusion of older people into child care programs can be beneficial to them since many older adults suffer from a loss of roles. Butler et al., (1973) and Sainer (1973) astutely observed that retired older persons often suffer from increased isolation, diminished social contacts and decreased self-esteem. Sainer (1973) also states that these individuals represent a tremendous untapped reservoir of talent, available time, and accumulated experience that would be an asset to any community.

Bley, Dye, Goodman, Jensen, and Roth (1973) point out that volunteer roles are a valuable avenue for filling the void of role loss in the older person. In their study of personality characteristics of older volunteers, they concluded that very few challenging opportunities lay open for older people. Hence, older adults need more opportunities to participate in creative activities and to become involved in programs of enrichment that will lead to a fuller and more satisfied life (Pattison, 1973).

Saltz (1971) in her longitudinal study of a Foster Grandparent Program, which took place in an institution for children in Michigan, found the value of this experience for the foster grandparent. She tested, for life satisfaction, thirty-seven impoverished individuals over the age of sixty in their first year of participating in the Foster

Grandparent Program, and twenty-two individuals who served as "controls." She then retested them after two years for a possible increase in life satisfaction. The test results concluded that an increase in life satisfaction occurred in the foster grandparents due to their participation, while not in the "controls."

In a later study, Saltz (1973) states that Foster Grandparent "type" programs provide economic benefits for older adults, such as a stipend for food and transportation. This is very significant since many older adults suffer from a life of poverty; 44 percent of elderly white women live below the poverty line, while 64 percent of elderly Black women live below the poverty line. Erhlich (1975), in his study of the Black elderly, has found that elderly Blacks suffer from greater social economic deprivation, loss of social status and tendency towards a feeling of social uselessness. Hence, more paraprofessional programs for impoverished older adults that have some economic compensation such as the "stipend" programs that exist for foster grandparents would help to spare them from economic deprivation and psychological deprivation.

In developing these paraprofessional programs for older adults, the needs and desires of older persons must be determined. Pitterman (1973) discusses this topic in his study of volunteerism and older adults. He quotes

John B. Martin, Jr., former Commissioner, Administration on Aging, who states that older adults want "the same things that all human beings want, whatever their age. First, they want the physical essentials of 'the good life.' Financial security with opportunity for paid employment and service activities; living conditions which promote decency and dignity for the individual; and good health. Secondly, a less tangible, but no less important aspect, is the psychological elements which give a sense of purpose and significance in living."

Pitterman (1973) continues that "the purpose of older volunteer programs is to provide work opportunities for the older adult which will help to reaffirm the significance of their lives. Older volunteer activity must help to reduce the deficiencies which surround them and to provide the challenge for growth."

Unfortunately, the number of opportunities available for older adults to share their talents and skills with the community are limited (Bley et al., 1973). In a survey conducted by the Community Service Society of New York, on older volunteer programs, it was outlined that, "few programs have been specifically aimed at providing opportunities for older adults to contribute their services to community improvement..." (Seguin, 1973). Therefore, a dilemma exists where there is a need to locate opportuni-

ties for older adults to utilize their skills, but such opportunities are in short supply.

Nevertheless, the use of older adults as child care workers has the potential for filling the void of role loss, and for offering economic compensation and psychological compensation for a life of poverty. As more vividly stated by one older volunteer, "It's not a one-way street, we get as much as we give" (The Older Volunteer, no date).

CHAPTER III

HYPOTHESES

The objective of this study is to determine whether a multigenerational child care program promotes intergenerational interaction to the benefit of the children and the older adults. A determination will be made as to whether the participation of older adults in child care programs as paraprofessional child care workers brings additional benefits to multigenerational child care programs which cannot be found in traditional child care programs.

The empirical investigations will look for differences in children's attitudes towards older adults, in view of exposure to them in the child care program. The number of relationships the children have with older adults outside the child care program, their frequency of contact with them and the closeness of their relationships with them outside the child care program will also be explored.

In terms of parental attitudes, parents from both child care programs will be tested for their attitudes to-

wards the utilization of older adults as paraprofessional child care workers in order to indicate differences in attitudes at each child care program. Lastly, parental feelings concerning improvement in their children's behavior in both programs will be tested for the effect the two distinct child care programs have upon behavior.

Two other sources of information that will be used to collect data on the role of the older paraprofessional as it benefits the child care program will be the results of observations and interviews. The observations will be made at the two child care sites. The interviews will be conducted with professionals in the field of child care, gerontology, and volunteerism, and with older adults who are or were paraprofessionals in child care programs.

The following hypotheses will be tested for their empirical results:

Hypothesis I

Children's increased contact with older adults will diminish stereotypes and create more positive attitudes towards them. It will also increase children's perception and knowledge of old age. Hence, children in a multigenerational child care program, one with older adults as child care workers as well as younger adults, will maintain more positive attitudes towards older adults, as well as improved perception and knowledge of older adults than

children in a traditional child care program.

Hypothesis II

The children from the two child care programs will be compared for the number of relationships they have with older adults at home, the closeness of their relationships with older adults at home, and their frequency of contact with older adults at home. It is proposed that there are no differences between the two groups of children from the two child care programs and these three areas of investigation.

Hypothesis III

The attitudes of the parents of the children from the two child care programs will be compared for their attitude towards the utilization of older adults as paraprofessional child care workers in child care programs. It is proposed that the parents of the children from the multigenerational child care program will have more positive attitudes toward older adults as paraprofessional child care workers.

Hypothesis IV

Older adults in the child care program assist in individualized one-to-one relationships with the children which has resulted in improvement in the behavior of institutionalized children. Therefore, due to the presence of the older adult in the child care program, the parents

whose children are in the multigenerational child care program, will have more positive feelings concerning improvement in their children's behavior than will the parents whose children are in the traditional child care program.

CHAPTER IV

SAMPLE, MEASURES, AND DESIGN

Three means of investigation will be utilized in identifying the role of the older adult in child care programs. They are: (1) empirical research; (2) on site observations of the two programs; and, (3) interviews with individuals who are familiar with older paraprofessionals, or the role of the older paraprofessional in the child care setting. A special interview will cover institutionalized older adults working in child care programs.

Empirical Research

In order to conduct the empirical portion of the study, two child care programs were selected. One was a multigenerational child care program, with foster grandparents who assisted in its activities. Five foster grandparents have participated in this child care program for the past three years. The second program was a traditional child care program. Both programs were matched for staff/child ratio, level of professionalism, and the type of

families who utilized the two facilities. The staff/child ratio and level of staff professionalism were matched by locating two programs which were federally funded and, hence, abided by the one-to-five staff/child ratio and maintained the level of staff professionalism as specified in federal day care regulations (U.S. Department of Health, Education and Welfare; U.S. Office of Economic Opportunity; and, U.S. Department of Labor, 1972). Each program consisted of approximately forty-five children and catered to the needs of low socioeconomic Black families.

Unfortunately, due to the lack of child care programs which utilize the talents of older paraprofessionals, it was difficult to match the two child care programs on all features. Other features for which they were not matched include the physical facilities and the child care or educational philosophies of the two programs.

The multigenerational child care program takes place on a college campus, in a large house in which three classrooms hold approximately fifteen children each. The rooms are light and airy and well equipped with puzzles, games, toys, books, and bulletin boards. The play yard is large with a combination of trees, grass and cement. There is a sandbox, swings, and plenty of area to ride bikes in, free of collision. The play yard gives the children a variety of play areas in which to gather.

Its educational or child care philosophy is child-centered; the teacher's role, as an authoritative figure, is mitigated and the children are given freedom in determining their daily activities. This allows for autonomy and independence on the part of the child.

The traditional child care program takes place at a smaller site, located in a church. It, too, is comprised of three classrooms, of which only two are utilized in the morning. The third classroom is used for after-school care.

In the morning there are approximately eight to ten children in each classroom. Both the classrooms are large and spacious, with a variety of games, books, puzzles, bulletin boards, a piano, a rabbit, etc. The play yard is small and consists of one jungle gym area with bark chips. The rest of the patio is cemented.

The child care philosophy of this program is adult-centered. The teacher is a recognizable authority figure and the daily activities are structured, where the child is expected to participate most of the time. This environment calls for the child to respond to the demands of the teacher.

The sample of children used in this study was small and non-random. This is due to the fact that the children were not randomly assigned to treatments since existing sites were utilized. Therefore, parents from the multi-

generational child care program could have been self-selecting, because of the innovative nature of this particular program.

Those children who were eventually tested at each site came from a random sample of three, four and five year olds, within their respective programs. All the children who took part in the study were Black and from low socioeconomic backgrounds.

The initial sample size totaled twenty-two children in all, ages three to five years old. Out of the sample of twenty-two only eighteen interviews with the children were used. The other four interviews were deemed non-usable, since these children seemed unable to respond to the questions asked or unwilling to respond to them. This leaves the sample size at nine children from each child care program.

The multigenerational child care program's sample consisted of six girls and three boys and a mean age of 3.8 with a standard deviation of .42. The traditional child care program's sample consisted of four girls and five boys with a mean age of 4.2 and a standard deviation of .88. The parents interviewed for the study were the parents of the eighteen children tested at each program. All the parents were of Black racial backgrounds with the exception of one parent who was white.

The first part of this study included an attitude survey administered to the children in order to find out differences in attitudes toward older adults in the multigenerational child care program and in the traditional child care program (See Appendix A). The attitude survey used in this study was based on the PRAM I (Robertson and Williams, 1967). This attitude testing procedure was conducted on the children at each child care program after several days of observation on the part of the interviewer. This enabled the children to become familiar with the presence of the interviewer.

The Preschool Racial Attitude Measure utilized in this study was devised by Robertson et al. (1967) to test the racial attitudes of Black and white preschool children. In their study, they utilized drawings of Black and white persons which were accompanied by a story containing one of six positive evaluative adjectives and one of six negative evaluative adjectives with the child being asked which of the two persons was the one described in the story.

One point was given for selecting the white figure and one point was given for selecting the Black figure. The score range was zero to twelve with low scores indicating a pro-Black/anti-white bias, and high scores indicating pro-white/anti-Black bias, with scores around six indicating no bias.

The PRAM I test procedure has been employed by others in investigating racial bias. McAdoo (1970) utilized it with a group of Black children and Edwards and Williams (1970) utilized it with a group of white children. These studies were conducted in different areas of the United States, with children of different ages, races and social class. The data indicates that racial attitudes fall into the upper portion of the score range, indicating a tendency toward pro-white/anti-Black attitudes in all groups, although this tendency was stronger among Caucasian children than among Black children.

The modified PRAM I test administered to the children in this study consisted of two pictures and a list of twelve evaluative adjectives. The pictures were of one young Black individual and one old Black individual, and matched to the sex of the interviewee. Both pictures were in black and white and indicated only a slight facial expression. This was done to prevent a choice of pictures based solely on expression or colors in the pictures. (The pictures used in this study can be obtained from the author.)

The twelve adjectives consisted of a list in two columns; one column having six positive evaluative adjectives, the other column having six negative evaluative adjectives. These twelve adjectives were taken directly

from those utilized in the PRAM I test by Robertson et al. (1967). The children were then told a short story incorporating one of the twelve adjectives and asked to select the picture of the person which the adjective most appropriately described.

In adjusting the PRAM I test to demonstrate attitudes towards young and old persons, instead of Black and white persons, the children's responses were rated in the same manner. In a range from 0-12, high scores indicated a pro-young/anti-old bias and low scores indicated a pro-old/anti-young bias, with the score of six reflecting no bias.

The scores were then ranked on an ordinal scale, using the Mann-Whitney U method of measurement, in order to compare attitudes of children in both child care programs for their diversity. The Mann-Whitney U was chosen as the method of measurement here, since the sample size was small and non-random.

In addition to the attitude survey, three questions were asked of the children before beginning the attitude study, and three questions were asked of the children after concluding the attitude study (see Appendix A). The first three questions pertained to the knowledge of the word "old" and its meaning. The last three questions pertained to the recognition of an older adult, when the children were shown a third picture of an older adult, not shown to

them in the attitude survey. They were then asked to describe this person and what he/she is like. Both sets of three questions were ranked one point for a correct response and zero for an incorrect response. A correct response was considered anything which directly indicated that the child was aware of old age or aged individuals. The questions were ranked with scores from 0-3. Scores of 0-1 were considered to be no awareness or marginal awareness of old age, and scores of 2-3 designated awareness of the area of concern. A Fisher's Exact test was utilized to test for group differences in responses.

Another portion of the empirical research included a questionnaire administered to the parents which covered three areas of interest: (1) contact that the children might have with older adults at home; (2) parent's attitudes towards older adults as paraprofessionals in child care programs; and, (3) parent's feelings concerning improvement in their children's behavior since their children have been in their respective child care programs (see Appendix B). The questions asked of the parents which covered these three areas were directed at receiving straight forward information from parents on their perceptions of the above stated situations.

On the questions the parents had on children's contact with older adults at home, the Fisher's Exact test was

used to test for group differences. Because of the small n in each cell, the responses to these questions were collapsed into 2 by 2 tables which made for a more accurate testing procedure. For the questions pertaining to number of relationships the children had at home with older adults, it was collapsed to three relationships and two or less. Three reflected a higher number of relationships, while two or less reflected a low number of relationships. The questions pertaining to frequency of contact at home with older adults was collapsed to at least daily and less. Daily represented a high frequency and less represented a low frequency of contact. The questions dealing with closeness of relationships with older adults at home was collapsed to very close and non-very close relationships. Very close was cited as a high score and non-close as a low score.

The parent's responses to the questions concerning paraprofessional help from older adults in the child care setting was rated for either clearly a positive response or negative/mixed response. The Fisher's Exact test was used to compare this data in the two child care samples because the sample size is non-random and the n is small.

Lastly, the questionnaire administered to the parents also incorporated the questions pertaining to progress in their children's behavior. These questions asked for

parents' perceptions of improvement in their child's behavior. Each response to each question was rated either +1 for a positive response, 0 for no change, and -1 for a negative response. A score was generated by adding the number of points from each response and then tested for differences among the two child care programs using the Mann-Whitney U. The Mann-Whitney U was chosen in order to compare parents' feelings towards progress in their child's behavior in each child care program, in a small, non-random sample.

Observation/Participation

Another area to be covered in this study was conducted through observational research. Here the area of concern was in observing social and communication skills (see Appendix C). These skills were noted by means of cooperative versus conflictive interactions which occurred in each child care program. How this behavior was dealt with was also noted in the observations.

The interactions were observed at two to three levels, depending on the child care program, and broken down into two age groups, older and younger, as indicated in each child care program. At the multigenerational child care program, behavior was noted between child and child, child and older adult, and between child and other staff. At the traditional child care program, interactions between

child and child, and between child and staff were observed. These observations took place for a period of eight to ten hours at various times and days of the week in each child care facility.

Essentially, the observational data should help to discover what the role of the older adult is in the child care program, and to help confirm or reject the theory that the older adult brings an additional dimension to the child care program.

Interviews with Professionals and Paraprofessionals

The third area of investigation was a series of nineteen interviews. Eleven interviews were conducted with professionals in the field of child care, gerontology and volunteerism. The interviewees were selected on the basis of their background and interest in child care or paraprofessional programs for older adults. The interviewees were evenly distributed through the three professional fields with a cross-section of administrators and direct services persons (see Table I), all but two having observed a multigenerational child care program in action.

The paraprofessionals numbered eight, and were older adults who were working in preschool programs or who had been working in preschool programs. All the interviewees were Black and were participants in either the Foster Grandparent Program or in R.S.V.P. There were exactly four in-

TABLE I

Professionals Interviewed

I. Administrators

A. Consultant in Family and Children's Services
United Way Planning Council
Los Angeles, California

B. Director, Dedicated Older Volunteers
in Educational Services (D.O.V.E.S.)
Los Angeles City Schools
Los Angeles, California

C. Director, Foster Grandparent Program
Pepperdine University
Los Angeles, California

D. Director, Retired Senior Volunteer
Program (R.S.V.P.)
Community Care and Development Services
Los Angeles, California

E. Director, Saint Paul's Nursery School
and Educational Service
Los Angeles, California

II. Direct Services

A. Assistant Professor
Department of Pediatrics, Department
of Health Services
King-Drew Medical Complex
County of Los Angeles
Wilmington, California

B. Associate Professor
Sociology Division, Sociology Department
Consultant/Gerontology and Social Work
Pepperdine University
Los Angeles, California

TABLE I (Cont'd.)

C. Ex-Head Teacher Pepperdine Head Start
(Social Worker, Community Youth and
Development Agency)
Pepperdine University
Los Angeles, California

D. Head Teacher
Mount Saint Mary's Child Development Center
Mount Saint Mary's College
Los Angeles, California

E. Instructor, School of Education
Mount Saint Mary's College
Los Angeles, California

III. Geriatric Center/Nursery School

A. Director, Southland Lutheran Homes, Day Care
Trinity Lutheran Preschool
Norwalk, California

terviewees from each of these two programs, all of which were recommended to be interviewed by their supervisors (see Table II).

The interview questions ranged from specific to more general questions centering around the older paraprofessionals and their assets in the child care program. These questions were selected on the basis of readings in the Federal Interagency Day Care Regulations (U.S. Department of Health, Education and Welfare, et al., 1972) and Guides to Day Care Licensing (U.S. Department of Health, Education and Welfare, no date). The interviews appears in Appendixes D and E.

The professionals were asked to clarify their feelings concerning older adults, by stating positive and negative characteristics of older persons and how these same qualities could affect the child care program. They were also asked what they felt the older adult contributed to the child care program.

The questions directed at the paraprofessionals were slightly different from those asked of the professionals in that they asked the older adults outright what they felt they got from working in the child care program and what they felt the children got from their input; also what qualities they would look for in an older adult as a care provider.

TABLE II

Paraprofessionals Interviewed

I. Foster Grandparents

(3) Volunteers
Mount Saint Mary's Child Development Center
Mount Saint Mary's College
Los Angeles, California

(1) Volunteer
Normandie Christian School
Los Angeles, California

II. Retired Senior Volunteer Program (R.S.V.P.)

(2) Ex-volunteers
Mount Calvary Nursery School
Los Angeles, California

(1) Volunteer
Saint Andrews Nursery School
Los Angeles, California

(1) Volunteer
Thirty-seventh Street School
Los Angeles, California

Both groups were asked similar questions concerning specific guideline questions on day care regulations, such as how many hours a day should an older adult work in a child care program, and how many children should one older adult be responsible for at any one time, etc. Both groups were also asked to elaborate on the need for continuity between the home and the child care program.

The last interview conducted specifically addressed the issue of child care programs and the institutionalized older adult. This interview was conducted with the director of a nursery school which will be adjacent to a geriatric center upon its completion; the two complexes were under construction at the time of the interview.

The interview followed no particular format since the project is so new and unique, but the focus of the interview session eventually dealt with the fears foreseen in this program, by the nursing home staff, the nursery school staff, and the residents of the geriatric center. Since this program involves two sets of staff, the nursing home staff and the nursery school staff, both staffs must work well together to overcome some of the initial fears and to sensitize each other to their roles and the groups of individuals that they are each trained to work with. Therefore, the investigation into this program will cover the areas of concern in terms of preserving, ensuring, and pro-

curing the quality of life for both the young and the old and the staffs involved in this program.

These interviews overall were directed to examine the role of older adults in the child care program and how their participation can be useful. These interviews could then be utilized for specifying guidelines for child care facilities with older adults working as paraprofessionals.

CHAPTER V

RESULTS

The results will be discussed in terms of the three methods of research: the empirical research, the observational data and the interviews with professionals and paraprofessionals.

Empirical Research

The attitude survey conducted with the multigenerational child care program and the traditional child care program showed only limited evidence that attitudes toward older adults were affected. Positive attitudes toward older adults were no greater among children in the multigenerational child care program than among children in the traditional child care program, and the children from the multigenerational child care program and the traditional child care program showed no significant differences in their knowledge of the meaning of the word "old," but the multigenerational sample did demonstrate a greater recognition and ability to describe an older adult than the tradi-

tional sample.

Table III demonstrates that attitudes towards older adults were not statistically significant in either child care sample (U = 38, p, n.s.) with a standard deviation of 1.89 for the traditional sample and of 3.14 for the multigenerational sample. Nevertheless, a greater range in scores exists in attitudes of the children towards older adults in the multigenerational sample as compared to the children's attitudes in the traditional sample. The range for the traditional sample is five and the range for the multigenerational sample is nine. Table IV discloses that no significant differences exist in the knowledge of the meaning of the word "old" in either the traditional child care sample or the multigenerational child care sample (p, n.s.). Table V, on the other hand demonstrates that a significant difference did exist in the ability of the multigenerational child care sample to recognize and describe an older adult ($p < .05$).

As the result of further empirical research, there appears to a small amount of evidence of differences in relationships the two child care samples have with older adults outside of the program. Table VI shows that the number of relationships the children have with older adults at home was statistically significant ($p < .05$) with the multigenerational sample having more relationships with

TABLE III

CHILDREN'S ATTITUDES TOWARDS OLDER ADULTS IN A MULTIGENERATIONAL CHILD CARE PROGRAM AND IN A TRADITIONAL CHILD CARE PROGRAM

	Multigenerational	Traditional
N	9	9
1	1.5	9.5
2	9.5	5.0
3	1.5	17.0
4	13.0	5.0
5	3.0	5.0
6	9.5	17.0
7	15.0	13.0
8	17.0	7.0
9	13.0	9.5
Mean	8.1	9.0

Mann-Whitney U = 38 p, n.s.

TABLE IV

CHILDREN'S KNOWLEDGE OF THE MEANING OF THE WORD "OLD" IN A MULTIGENERATIONAL CHILD CARE PROGRAM AND IN A TRADITIONAL CHILD CARE PROGRAM

	Multigenerational	Traditional
Marginal/none	A. 5	C. 5
Knowledge	B. 4	D. 4

Fisher's Exact Test p, n.s.

TABLE V

CHILDREN'S ABILITY TO RECOGNIZE AN OLDER ADULT IN A MULTIGENERATIONAL CHILD CARE PROGRAM AND IN A TRADITIONAL CHILD CARE PROGRAM

	Multigenerational	Traditional
Marginal/none	A. 3	C. 8
Recognize	B. 6	D. 1

Fisher's Exact Test $p < .05$

TABLE VI

NUMBER OF RELATIONSHIPS CHILDREN HAVE WITH OLDER ADULTS AT HOME, IN A MULTIGENERATIONAL CHILD CARE PROGRAM AND A TRADITIONAL CHILD CARE PROGRAM

	Multigenerational	Traditional
Threee	A. 6	C. 0
Two or less	B. 3	D. 9

Fisher's Exact Test $p < .05$

older adults outside the program than does the traditional child care program. On the other hand, Tables VII and VIII demonstrate no significant differences between the two child care samples in the frequency of contact and the closeness of relationships with older adults at home (p, n.s.).

Parents' attitudes toward the question of the use of older paraprofessionals in child care programs and their feelings concerning improvement in their children's behavior were mixed. Parents from the multigenerational child care program were more positive toward the use of older paraprofessionals, but more negative about improvement in their children's behavior, than parents from the traditional child care program. Table IX demonstrates this statistically significant difference in parents' attitudes toward utilizing older adults in the child care program (p .05). Table X discloses the statistically significant difference in parents' feelings toward improvement in their children's behavior (U = 21, p, n.s.).

Observation/Participation

This portion of the results consists of observing the two child care programs at different times and days. Each program was observed for the same amount of time for cooperative/conflictive behavior as part of social and communication skills. There is some difficulty in discussing

TABLE VII

FREQUENCY OF CONTACT CHILDREN HAVE WITH OLDER ADULTS AT HOME IN A MULTIGENERATIONAL CHILD CARE PROGRAM AND A TRADITIONAL CHILD CARE PROGRAM

	Multigenerational	Traditional
Daily	A. 5	C. 2
Less	B. 4	D. 7

Fisher's Exact Test p, n.s.

TABLE VIII

THE CLOSENESS OF RELATIONSHIPS CHILDREN HAVE WITH OLDER ADULTS AT HOME IN A MULTI-GENERATIONAL CHILD CARE PROGRAM AND A TRADITIONAL CHILD CARE PROGRAM

	Multigenerational	Traditional
Very Close	A. 8	C. 6
Non-Very Close	B. 1	D. 3

Fisher's Exact Test p, n.s.

TABLE IX

PARENTS' ATTITUDES TOWARDS OLDER PARA-PROFESSIONALS WORKING IN CHILD CARE PROGRAMS FROM A MULTIGENERATIONAL CHILD CARE PROGRAM AND A TRADITIONAL CHILD CARE PROGRAM

	Multigenerational	Traditional
Clearly Positive	A. 9	C. 5
Negative/Mixed	B. 0	D. 4

Fisher's Exact Test p .05

TABLE X

PARENTAL FEELINGS TOWARDS IMPROVEMENT IN THEIR CHILDREN'S BEHAVIOR AT A MULTIGENERATIONAL CHILD CARE PROGRAM AND AT A TRADITIONAL CHILD CARE PROGRAM

	Multigenerational	Traditional
N	9	9
1	15.5	6.0
2	6.0	12.0
3	12.0	17.0
4	6.0	12.0
5	8.5	8.5
6	3.0	18.0
7	12.0	12.0
8	2.0	15.5
9	1.0	4.0
Mean	3.2	5.8

Mann-Whitney U = 21 p .05

the observational research conducted at the two child care programs since there are differences in the child care philosophies practiced at the two sites and in the physical layout of the two facilities.

Multigenerational Program

Child/Child Interaction

In observing cooperation and conflict between children ages three and four, at the multigenerational child care program, it appeared children interacted constructively with one another and were willing to come to each other's aid for such emergencies as helping someone with their skates. Crying was minimal when something went wrong; children seemed too engrossed in their activities to worry about mishaps.

The older children age five, were a little bit more aggressive in their behavior with one another, but cooperative play seemed to prevail.

All in all, the three, four and five year olds' communication was avid and they were very expressive in their exchanges between child and child. Most communication in this child care program was parallel between child and child, rather than between adult and child.

Child/Staff Interaction

Conflict did arise among staff and children, at times when the children did not respond to adult requests. The

three and four year olds usually respected the authority of the teacher, but sometimes they made a game of the interaction. This usually subsided with the child cooperating. The interaction that went on between the staff and children was usually instructive or disciplinary with the staff telling the children what they would like them to do in terms of cooperation.

The older children, who were five, were rougher or more vigorous in their interactions with the teacher and her aide. They were oftentimes rebellious or independent when asked to do something. Obviously, more conflict transpired as a result and the teacher had to find ways of mitigating the conflict. The teacher, due to her role, was the one who was usually in conflict with the children, as opposed to other members of her staff. Nevertheless, the older children turned to the teacher for cuddling and affection, more than the younger children.

Child/Older Adult

The role of the older adult with the children appears to be unique and distinctive in that the older adult gives, particularly the younger children, ages three to four, more individualized care and help in their play activities than the teacher has time to give them. The children are responsive to the requests of the older adults and, hence, minimal conflict arises.

The older adult appears to have a calming affect upon the children when they are hurt and upset. Nevertheless, the more aggressive a personality the older adults have, the more agressive the children's response to them is, either verbally or physically.

All in all, the older adult is a very supportive person for the younger children. They see the older adult as someone to physically cling to in times of distress and the older adult is more than willing to respond to this need in the children.

The five year olds also see the older adult as a warm lap to sit on, and the older adult seems to have the same calming effect upon them as they do with the younger children. Hence, the five year olds have a less aggressive rapport with the older adults than they do with the other staff members.

In general, the older adult tries to make the children feel good when they are hurting from an injury, emotional or physical. He/she also serves as a person who sees things that other staff are too busy to see or have overlooked. This occurred one day when a little boy, who is rather quiet and shy, had not received his snack and every other child had. It was the foster grandparent who took notice of this situation.

In summation, various levels of interaction are going

on in this child care program; the children seem to go to different individuals to have different needs met, hence, different degrees of conflict/cooperation have developed. The interaction with other children is for purposes of entertainment and companionship; therefore, some conflict arises here. The interaction with the teacher is for intellectual purposes of instruction or discipline, hence, the major conflict is here and the interaction with the older adult is for affection and mothering; therefore, minimal conflict arises here.

Traditional Program

Child/Child Interaction

The conflict and cooperation that existed between child and child in this program was minimal among the two and three year olds, but there was also minimal interaction between the children. The indoor activity was highly structured with attention being focused upon the teacher or her aide.

The play yard provided more opportunity for conflict, especially since its area is small. Tears were shed over conflicts with other children, but little verbal designation of the problem was expressed to anyone. Their play was not cooperative, but independent, with some self-exploration occurring.

The younger children, ages two to three, had minimal conversation with one another. They went about their business independent of one another, and turned to the teacher for additional attention.

The older children, ages four and five, interacted with each other a little more than the younger ones and were more verbal with one another. Conflict was minimal inside the classroom due to the very structured activity, which reduced interaction. When free time came along their interactions increased; in other words, when the activity became less structured, they were more unrestrained and more open to interacting with one another.

Outside activity among the older children became erratic and somewhat competitive. Some seemed more interested in taking objects away from one another than in involving themselves in parallel play, but this could be due to the lack of play equipment on the play yard. Although conflict increased outside, so did verbalization.

Child/Staff

There was minimal to almost no conflict between staff and younger children ages two to three. The children responded to and respected the authority of the teacher. The teacher and her aide were the arbitrators over any and all disputes.

Most of the communication was structured from child to

teacher, hence, the children were most verbal with her, and approached the teacher or her aide when they were upset.

The older children, ages four and five, also responded to and respected the authority of the teacher. At times the children did not immediately respond, but they never resisted the request of the teacher. Sometimes the aide would have more difficulty in handling the children, but this could be due to a difference in personalities.

The older children were more verbal with the teacher and the aide than they were with each other. The children were adult-oriented in their behavior and they depended upon the teacher for instructions on how to conduct themselves in activities.

Lastly, affection was rarely exchanged or expressed in this child care program on the part of the teachers with either the older or younger children, although the children expressed affection for their teachers.

This child care program was based on an adult-centered philosophy; therefore, most of the interactions were parallel between the teacher or aide and the child, and since the teacher's request was respected, minimal conflict arose or was allowed in this program. Since interactions were minimal between children, so was conflict.

Interviews

With Professionals

In interviewing the professionals, ten individuals were interviewed representing the fields of child care, gerontology and volunteerism. An eleventh interview was conducted with a professional who is setting up a program with the institutionalized older adult in child care programs. They were asked a total of ten questions, of which the content of the tenth was up to the discretion of the interviewee, but had to concern itself with significant issues in working with or developing multigenerational child care programs.

In order to find out the interviewees' attitudes towards older adults, they were asked to name some positive characteristics and some negative characteristics of older adults. The major consensus was that older adults were patient and dependable about getting things done, but they can be inflexible if their ideas do not mesh with someone else's.

The professionals were asked what they felt the older adult contributed to the child care program. They seemed to feel that individualized care and attention was the major contribution since the teachers have so little time to offer this kind of care. The exposure the children received to the spread of age groups was also an important

contribution, since many children had no grandparents or do not come into very much contact with older people.

Another question hinged upon the ability of the older adult to enhance the children's experiences. The older adult was perceived as one who enhances the social and emotional aspects of the children's experiences. When a child needs a warm lap or a shoulder to cry on, the older adult becomes the obvious individual they turn to for this attention. On the social developmental level, the older adult seems to be most helpful in working with withdrawn children and aiding them in becoming more open and trusting of others. At the same time, fears were disclosed as to the difficulty of separation between child and older adult, and of a possible over-protectiveness on the part of the older adult.

When asked about the expressed need of having the older adult in the child car program as a way of retaining continuity between child care programs and cultural life styles, the professionals agreed that this was an important element to be pursued in the child care program. They also seem to feel that having the older adult in the child care program was also relevant for those children who have no grandparents, since it would give them contact with older adults.

The professionals did not feel that older adults were

any more effective with children in the child care program, than were younger individuals. Instead, they felt that a care provider should be judged as an individual and not by his/her age. At the same time they felt that children responded to and respected the suggestions of the older adult, and that they would be willing to hire older adults as staff on a paraprofessional or volunteer basis, for child care programs.

Preparation for the older adult as a child care worker was also discussed. These professionals feel that a special orientation/training program is in order for the older paraprofessionals, to familiarize them with the philosophy of the child care program and with some general guidelines as to their role in the program. This seems necessary because of changes that have occurred in child care over the years. The need for an intense training program was discouraged, since older adults would be working only as paraprofessionals; instead an informal training program was suggested. Any ongoing training should include evaluations made by the older adults' supervisor with some private meeting session occurring between the two. Also, it was suggested that the older paraprofessionals be included in on faculty and staff meetings.

Some felt that a specific educational background for the older paraprofessional was superfluous, while others

agreed that it depended upon the tasks the older adult was being assigned to in the child care program. For example, if an older adult was going to help a child to read or write he/she must have these basic skills his/herself.

Most of the professionals viewed a one-to-one older adult/child ratio as ideal, but said two to three children per older adult was also acceptable. When asked the number of hours the older adult should spend working in the child care program, the response was no more than two to six hours a day, depending upon the health of the individual.

The final question was determined by the interviewee and dealt with an area of interest concerning multigenerational child care programs. Most of the responses emphasized the great need to utilize the talents and skills of older adults in child care programs, since these skills have been overlooked and could embellish the child care program. From the presence of older adults in the child care program, mutual respect and understanding could be developed between young and old. The second most prevalent response was the need to sensitize child care staffs working with older paraprofessionals to the needs of the older adult, along with the recommendation to individualize older adults as these same staffs have been trained to individualize children.

With Paraprofessionals

The other group of individuals interviewed on the topic of the older paraprofessional in child care programs were eight older adults who are working in child care programs or who have previously worked in child care programs. They were asked to respond to ten questions concerning their experience.

When these individuals were asked what they brought into the child care program, all but one responded: "love and affection." They felt their talents and skills contributed much to the child care environment through their patience and willingness to help the teacher in whatever way they could. They felt that the children received happiness and satisfaction from the exchange of affection, and that the children responded to and respected their suggestions. Although most of the paraprofessionals did not feel that they were more effective with the children than younger adults, they visualized themselves as helping the children in different ways than the younger staff members and saw their role in the child care program as a useful one, where they were being helpful and making their lives more meaningful.

In responding to the question concerning the need for continuity between child care programs and cultural life styles, most of the older paraprofessionals perceived this

need as worthwhile. They feel that Black children see their grandparents as playing an important part in their lives, and if children do not visualize older people as an important part of their lives, the child care program is the place to establish this precedence.

The question was asked as to what these individuals as older paraprofessionals would look for in an older care provider. Most of them responded with the qualities of patience, flexibility, and empathy, feeling that these are necessary elements in working with children.

When asked what should be the requirements for older paraprofessionals working in a child care program, if any, the majority felt that all older paraprofessionals should receive some training or orientation on the philosophy of the child care program, since each child care program has its own philosophy. Education was seen as necessary, depending upon the task assignment, but an elementary school education was felt to be the minimum requirement. Most of the interviewees agreed that they could handle anywhere from five to fifteen children and could work approximately five hours a day.

The open question determined by the older adults, concerning multigenerational child care programs, was responded to in this manner by most of the interviewees: The greatest difficulty older adults have to overcome in the

child care program is in the adjustment to a new philosophy of dealing with children and older adults must be the ones who adjust to the child care program and not the other way around.

Professional Interview for Institutionalized Older Adults and Child Care Programs

The last interview dealt with institutionalized older adults working in child care programs. The woman interviewed had been hired as the Director of a program which would include institutionalized older adults working in a pre-school. Her task was to integrate a pre-school and geriatric program and to educate the staff from the pre-school and the staff from the geriatric center, as well as the residents to the best of her knowledge. Since this is a new program and the building has not even been completed yet, the interview was not structured, but developed as the discussion of the project went along. What dominated the interview were the fears which had arisen at its prospect, but benefits and significant aspects of the project were also discussed.

The pre-school staff for one, expressed a fear at the type of input the older adults will bring to the child care program. This can be most easily dealt with through sensitizing the pre-school staff to the needs of the older adults and their abilities within the child care setting. Assur-

ing the existence of a training program for the older adults involved in the child care program can also lessen some of the fears. The older adult should receive informal instruction through the nursing home or through observations of how to handle certain situations in the child care program.

The greatest fear of the geriatric staff is that there will be little children running through the halls of the geriatric center. This is being dealt with by ensuring the existence of a lock between the geriatric center and the nursery school, high enough that the children cannot reach it. This will also ensure the privacy of those older adults who do not want to have contact with the children.

The greatest fear of the residents of the geriatric center is the transmittal of respiratory diseases. This can be alleviated through some education on the likelihood of this occurring and by assuring the older participants that the children must have their immunizations before they enter the program. Last, but not least, only those older adults who want to participate will take part in the program, so those who are fearsome of contracting something do not have to participate.

The benefits to be reaped from such a program are two-fold; those for the children and those for the residents. Many of these children are from single parent families,

hence, the older adults can provide warmth and comfort for them. The older adults can benefit by receiving a sense of sharing and being wanted.

One of the most significant aspects of this project is the preservation of privacy. The geriatric-child care center is to be constructed in such a manner as to ensure the privacy of the older adults and to enable them to participate merely as on-lookers if they so desire.

In an article written on the design of this project, it states:

> The design of the building is based upon certain assumptions as to the ways in which the old and the young can most profitably be brought into contact with each other. It is also designed with built-in controls which make it possible to assess alternative design assumptions and provide maximum options for older persons. (Gelwicks, Ittelson, and Smart, no date)

The child care center will be built with an adjoining yard to the geriatric center so that the residents may watch the children at play through a plate glass window from the geriatric center, or enter the child care center in order to participate. This ensures the utmost in privacy, while at the same time accessibility.

Therefore, this program is being viewed from many perspectives in order to fill the needs of staff, as well as children and older adults participating in the program.

Hopefully, through following some of the preparatory measures mentioned, the program will be able to meet these many needs.

CHAPTER VI

DISCUSSION

In determining whether the older adult brings additional benefits to the child care program as a paraprofessional, the empirical research, the observational data, the interviews and some of the readings must all be taken into consideration. Reports done on developing training programs for older paraprofessionals working in child care programs will also be reviewed. The strengths and weaknesses of these areas will then be discussed in suggestions for Federal Interagency Day Care Requirements.

Before proceeding to the findings of the empirical research, the limitations of this study will be reviewed. First and foremost, the major difficulty and barrier was the lack of available child care programs which utilize the talents of older paraprofessionals. This made it very difficult to match two programs on all important dimensions for this study.

It was almost impossible to locate two programs which had the same staff/child ratio, and also practiced the same child care philosophy; the traditional child care program was adult-oriented and the multigenerational child care program was child-oriented. While at the same time it was difficult to locate two programs which had the similar physical facilities, the traditional child care program was smaller with less equipment and the multigenerational child care program was larger with more equipment. It was near to impossible, at this point in time, to control for all these variables. Hence, I chose two programs which were federally funded and required to follow federal guidelines, and that catered to the needs of families in comparable low socioeconomic Black neighborhoods.

The dearth of multigenerational child care programs also hindered my ability to test a larger sample of children, and prevented the sample from being a random one.

The exposure to older adults in the multigenerational child care program was limited by time. The children were not exposed to older adults for as lengthy a time as they should have been for a thorough analysis of children's attitudes towards older adults. In the multigenerational sample, more than half of the sample were in the program no more than four months, with a mean of 5.4 months. During this time there was a two-month break for the children

from the program, with the program reconvening six weeks before the testing. In comparison, the average length of time the traditional sample had been in their program was twenty months. This indicates that the exposure to the foster grandparents, by the multigenerational sample, was minimal at the time of testing.

The multigenerational program also only utilized five older adults in the program for a total of approximately forty-five children. This minimized the likelihood of contact with an older adult on a one-to-one basis. The multigenerational program secured for such a study should, therefore, be one where the children have had at least six months of consistent exposure to the older adults. Those children in particular who have received individualized attention from the older adult should be focused upon for this study.

Many difficulties also existed in testing three, four and five year olds for attitudes and feelings. Boredom and the need to seek approval from the interviewer seemed to stand in the way of getting at attitudes. Although the PRAM I test (Robertson and Williams, 1967) was pretested, the number of evaluative adjectives had to be cut in the present study from twenty-four, as was suggested, to twelve due to restless behavior in the children after administering the first twelve adjectives. The children also seemed

to look to the interviewer at times for approval of their responses as if they felt there was a right or wrong response.

Having the opportunity to conduct this study again, I would initially look for two child care programs with greater similarities, and which allowed for larger sample populations to test. I would also look for a better testing instrument for evaluating the attitudes in young children.

Empirical Research

A review of the empirical data reveals that children's attitudes toward older adults were not generally influenced by their presence in the multigenerational child care program. Nevertheless, the children from the multigenerational child care sample had more accurate recognition and description of an older adult. This might indicate that although more positive attitudes among the multigenerational sample could not be confirmed, these children appear to know more about older people due to their contact with them in the child care program.

Some speculation as to why the attitudes of the children in the two samples were not statistically significant could be due to the fact that perhaps the two samples were too small to reveal any differences or that the length of exposure the multigenerational sample had to the older

adults in the program was too short.

The number or relationships with older adults at home was significantly greater in the multigenerational child care program, yet the frequency of contact and the closeness of relationships outside the child care program was not different in either sample. This would indicate that the number of relationships the children from the multigenerational child care program had with older adults at home had very little effect on their attitudes towards older adults as demonstrated by the attitude survey. It is also possible that the greater number of relationships children from the multigenerational child care program have with older adults at home resulted after they became part of the program; i.e., parents could have encouraged more intergenerational interactions as a result of the program. This is highly speculative, since only some of the parents interviewed were aware of the foster grandparents in the program.

The disparity between parental attitudes towards the role of the older adult in the two child care programs with the multigenerational sample favoring the concept, could be due to the fact that some parents were self-selecting. The parents of the children in the multigenerational child care program selected this site for its innovative nature, as opposed to selecting another site, hence, their atti-

tudes correspond with the nature of the child care program. Although there were some parents who were unaware of the foster grandparents involved in the program, their favorable attitude could have come as a result of the fact that they were made aware, through the interview, that foster grandparents were already participating in the program. Therefore, the parents of the multigenerational child care program are not an obstacle to utilizing older paraprofessionals in child care programs. It should also be mentioned that, although the parents of the children in the traditional child care program were not positive toward older adults working in child care programs, their objections were derived from a concern with qualified personnel, rather than a antagonism toward older adults. Hence, they were not necessarily negative about older adults working in child care programs. Their attitudes could also reflect the fact that they have never seen a multigenerational child care program in action; perhaps if they had, their attitudes would be more positive.

Feelings of parents towards improvement in their children's behavior was much more favorable in the traditional child care program. The reason for this can be viewed from several perspectives. One is that there is a great disparity in the child care philosophies practiced at each site.

Since the multigenerational child care program has a child-centered philosophy, the child is given more freedom to determine the activities in his day, which allows for more autonomy and independence on the part of the child. In the traditional child care program, the child is involved in a structured day. The type of behavior which is tolerated in the child care program permeates into the home. The parents who have their children in the multigenerational child care program may not be entirely happy with their children's behavior since the program professes a sense of autonomy for the child. This can result in children being more independent in their conduct at home. The philosophy of the traditional program professes a more consistent philosophy with the home life of the child than does the multigenerational program; therefore, the traditional child care parents were more content with improvement in their child's behavior.

Another influential factor closely tied in with the child care philosophy is the teachers' personalities. Different teachers are going to determine a certain atmosphere and respect in any child care program and have an impact upon the children's behavior in the program and at home.

Perhaps there was also less satisfaction in improvement in children's behavior among parents of the multi-

generational sample due to the fact that on the average, children from the multigenerational sample had spent 10.4 months in another child care program before entering this one, while the children from the traditional program spent on the average of 3.5 months at another program before entering this one, which means they have had a more consistent pattern in environments outside of home than the children in the multigenerational sample. More specifically only two children from the traditional child care program sample have ever been in another site, while six of the children from the multigenerational child care sample have been in another child care program before being enrolled in this one. This movement from one program to another can have a great deal of influence upon behavior.

What is being suggested, in terms of improvement seen in behavior of the children from the traditional sample as opposed to children from the multigenerational sample, is that despite the individualized one-to-one attention an older adult has to contribute to the child care program, there are other factors which can and do influence the child's improvement in behavior.

Observation/Participation

The role of the older adult in the child care program, as designated by the observation/participation research is very distinctive. They appear to enhance emotional devel-

opment by providing a warm lap and some empathy for children in their most needy moments. The children seem to also instinctively know that this older individual will provide the affectionate nurturing they are seeking. In contrast to the traditional child care program where there was no older adult participating, there was also very little nurturing or affection going on between staff and child; therefore, these children were missing out on this level of interaction.

The children at the multigenerational child care program were also more cooperative and less aggressive with the older adults. This could possibly be interpreted as a sensitivity on the part of the children to the lower energey levels of older adults. Empirical findings cited in the readings directed their attention at this factor in discussing improvement in behavioral and social skills in young children interacting with older adults (Nash, 1968; Saltz, 1971). The children in the multigenerational child care program have developed a sensitivity to the needs of older adults and, hence, a maturation in their social and behavioral skills.

The role of the older adult in the child care program does not necessarily determine the child's behavior toward others. Nor was the level of the children's conflict with others in the multigenerational child care program reflec-

tive of or tied in with the presence of older adults. The greater degree of conflict between child/staff and child/child, cited in the multigenerational child care program, can best be tied in with the mode of child care philosophy practiced here, where the children are allowed autonomy and independence in their actions.

It is due to the disparity in the child care philosophies of the two programs, which leave no grounds for comparison in observing the behavior of the two groups of children. Each program must be looked at individually for its strengths and weaknesses and judged by what it is that parents and staff hope the children receive from the program.

This does not negate that the older adult does bring additional benefits to the multigenerational child care program in offering nurturance and support to the child's development. The traditional child care program lacked a giving individual whom the children can run to for additional comfort and affection. The older adult provides the special kind of attention that the teacher is more oftentimes than not too busy or too preoccupied to give. This, in itself, makes such a program not only highly innovative, but shows a concern for meeting all the children's needs.

Interviews

In the interviews conducted with professionals in the fields of child care, gerontolgy and volunteerism, they feel that the older adult contributes much to the children. They do a great deal for the children in terms of providing for emotional needs and having a calming effect upon the children when they are upset. The older adult can also have a positive effect upon the social skills of the children, by working individually with withdrawn children and helping them to become more open and trusting. In general, the professionals feel that the positive contributions of the older adults far outweigh any negative effects that older adults might have upon the child.

The older adults interviewed see themselves in a helping role with the children too, and feel that they contribute much to the children's happiness. For themselves they feel that their work offers more meaning to their lives.

The professionals and paraprofessionals together see a necessity in offering an orientation program for the older paraprofessional as well as ongoing feedback between older paraprofessional and supervisor, as was also indicated in the readings. The need for educational background was given minimal emphasis by both sets of interviewees, with the belief that the love of children was far more significant.

Nonetheless, disagreements did occur in the area of inflexibility. The older paraprofessionals perceived themselves as being much more open to change and accepting change in the child care program than the professionals saw them to be or felt that they could be. The quality of inflexibility was the one most cited as a negative characteristic of older adults by the professionals.

Another area of disparity occurred over guideline questions. The professionals designated that older adults could work more hours a day than the older adults felt they could work; that is, the professionals felt that the older adults could work as much as six hours a day and the older adults felt that they could work no more than four hours a day. The older adults also perceived themselves as handling up to fifteen children in that time period, whereas the professionals felt that three children were sufficient for an older paraprofessional to handle at any one time.

All in all, the professionals and paraprofessionals seem to agree that the older adult has much to contribute to the child care program, especially for the minority child since they can act as a linkage between home environment and child care environment, and for those children who do not have grandparents they can provide the warmth and comfort that an older adult has to provide.

As formulated through the interview with the professional on institutionalized older adults working in child care programs, all measures must be taken to allay fears, promote the privacy of residents, and to educate all individuals on the potentials of all older adults working in child care programs. Without this sensitizing neither the needs of the old or the young will be fulfilled in this environment or any other child care program utilizing the talents and skills of older adults.

Training Older Paraprofessionals and Their Staff

In discussing the development of training programs for older paraprofessionals working in child care programs, it is essential to also develop training programs for the staff working with older adults in child care programs. This way these staffs can also be sensitized to the needs and potentialities of older adults. Both these topics, the training of older paraprofessionals working in child care programs and the training of staffs working with them will be discussed in this section, based on reports by specialists in the field of training paraprofessionals and older paraprofessionals.

In developing paraprofessional opportunities for older adults, the training and sensitizing staff working with older adults who are participating in child care programs is essential, since many individuals perceive older adults

as a burden, rather than a resource. This must be altered in order for an older volunteer program to be successful within an agency. Professional personnel must be convinced that older adults have a significant contribution to make to the child care program. If this does not take place, the older adult will be viewed as an intruder in the program, rather than an asset (Seguin, 1973).

One way that the contributory quality can be introduced into the child care setting is through training programs or workshops for their staffs on the aging process and characteristics of the aged in the United States. With this training, the staff should be able to move beyond the stereotypes and into more active involvement with older adults (Hartford, 1973).

Faulkner (1975) feels staff workshops should emphasize that every individual has the ability to grow intellectually and emotionally through particular experiences, including older adults. This ideology helps to break down the initial barriers for integrating older adults into child care programs.

Equally important, the child care staff must understand the limitations and expectations of older adults as learners in order to offer guidance and consultation to them. According to Hartford (1973), who has done some thorough investigation on learning in older adults, older

adults may retain learning better than younger adults, especially when written material is well-utilized with the teaching techniques. Older adults learn and retain better when the content is interesting to them and are most motivated when teaching methods are familiar to them. Their learning ability is poorest when they are under pressure, since it takes them longer to absorb new information and to integrate it into what they already know.

Since taking on new ideas often means giving up old ones, older adults must be shown that a good reason exists for doing so. Nevertheless, all persons are capable of learning throughout their lives as long as they have not suffered any brain damage or physiological trauma (Hartford, 1973).

The atmosphere of the training program for older adults is also important, as it is with all individuals. Older adults must not be talked down to as children or over-supervised (Hartford, 1973; Pitterman, 1973). They must be treated with the same respect and competence in ability to which we all respond. Pitterman (1973) refers to this need as the "approach to psychological growth" need system, where respect, challenging work and responsibility for one's own actions pay off in motivation. The inclusion of this need system is an intimate part of an older volunteer program. Another need system referred to as "avoid-

ance of environmental pain," which incorporates such areas as social supports, transportation, income subsidies, working conditions, and insurance plans, should also be included in volunteer programs (Pitterman, 1973). In the Foster Grandparent Program the fulfillment of this need system is comparable to not allowing the participants to work more than four hours a day, and ensuring that their stipend payments do not jeopardize social security or old age assistance payments (Arlton and Le Roux, 1969). Pitterman (1973) concludes that "approach to psychological growth" and "avoidance of environmental pain" need systems work simultaneously, but they are independent and of equal importance to the older individual.

In developing child care training programs for older adults, techniques and methods should be devised to suit their needs as well as the children's. At the onset, the role of the volunteer and professional should be discreetly defined in order to minimize any future conflict (No Longer Young: The Older Woman in America, 1974). Well-defined roles can dissipate any fears professional staff might have of losing status and can further enhance the ability of the teacher and the older adult to work as a team (Lefkowitz, 1973).

An orientation program is a must in all paraprofessional programs. Orientation programs and/or training

programs for older adults have been found to be more successful in group settings. At this time, emphasis should be placed on the philosophy of the child care program so that any conflicts in ideology can be dealt with at this time (Seguin, 1973). The group setting provides the older adults with support and feedback on their responses (Cull and Hardy, 1974). Sainer (1973) agrees that group discussions offer a viable learning process for older adults.

Arlton and Le Roux (1969) and Cull and Hardy (1974) prefer a two-to-three week orientation program followed by a fourth week of in-service training as appropriate for older adults working in child care programs. Arlton and Le Roux (1969) described their foster grandparent orientation program as including a discussion of child care theory, where the participants were advised to listen closely to children and to be sure to follow through with promises. The orientation also included familiarizing the participants with the selection of materials on hand, games, music and reading. Role-playing sessions were also helpful to older adults in getting them to assume various roles. Films and guest speakers can be helpful.

The in-service training aspect should include the supervisor's interest in the older adults' participation by demonstrating that their contribution is valued and

assigning them to challenging tasks (Silvern and Yawkey, 1975). These aspects go hand-in-hand with successful volunteer programs, and will result in the volunteer's motivation and interest.

Staff should also provide feedback to let volunteers know how they are doing. Such feedback could probably be incorporated into weekly group discussions (Sainer, 1973). The ongoing meetings provide social contacts for the older volunteers as well as keeping them abreast of changing policies or difficulties.

In conclusion, volunteer programs, where older adults have taken part in child care programs have proven to be successful (Arlton and Le Roux, 1969; Nash, 1968; Saltz, 1971). A well planned older volunteer program can lead to further enhancement of this success as well as to more positive community involvement. Hence, older adults can contribute much to the child care setting and their community since, "they have more coping skills as demonstrated by their survival. They have wisdom and time has taught them patience" (Naylor, 1973).

Suggested Federal Interagency Day Care Requirements

The suggested Federal Interagency Day Care Requirements will be expressed under the following headings: Educational Services/Training of Staff, Day Care Facilities (Grouping of Children), Parental Involvement, and Administration and Co-

ordination. These headings are based on those used in the United States Department of Health, Education and Welfare et al., Federal Interagency Day Care Requirements (1972). The suggested FIDCRs are a result of all the information collected through empirical research, observational data, interviews, readings, and reports on training of older paraprofessionals.

Educational Services/Training of Staff

Staff. In recommending requirements concerning child care programs utilizing the talents and skills of older adults, it is imperative that all staff working with older adults have knowledge of what growing old in America is all about, its physical as well as its social and psychological aspects.

Staff involved in multigenerational child care programs should receive a course or workshop in introductory gerontology either formally through an institution of higher learning or informally provided on site at the child care facility. The program should familiarize them with the aging process and allay any myths about aging and make them aware of the learning capabilities of older adults.

This same training recommendation would also apply to child care staffs working with the institutionalized older adult. These staffs should be particularly sensitized to

the problems and capabilities of the institutionalized older adult.

The requirements for a director of a multigenerational child care program should include someone who displays understanding of the needs of both the young and the old. They should have received some formal training into the problems and learning capabilities of the aged. For a director in a child care program adjoining a nursing home facility, an awareness and understanding into the issues and problems of the institutionalized older adult is a must.

Older Adult. Older adults who are working in child care programs should receive some training. A two to three week informal group orientation program introducing them to the educational or child care philosophy of the program should suffice, as well as having their precise role designated to them. This will provide the older adult with an idea of how the program will function and should assure greater alignment with the child care philosophy and program on their part.

All older adults should receive this orientation regardless of their past experience or education. This is necessary due to the fact that child care philosophies have greatly changed over the years, and such a program will provide for this enlightment.

At the time of the orientation, the older adult should also be made familiar with all the materials available for use in the program; i.e., games, books, toys and musical instruments.

The educational background of the older adults is only significant in terms of the task(s) assigned to them. Most older adults have had experience in raising and taking care of children, hence, lack of a formal education should not prevent them from participating in a child care program. The need for a specific educational background should be left up to the discretion of the child care director. A feeling for children far outweighs the need for educational background.

After the conclusion of the orientation program, an ongoing evaluation and educational process should continue. The older adult should participate in faculty/staff meetings and receive encouragement and feedback from their supervisor.

Institutionalized Older Adult. The institutionalized older adults who participate in a child care program should partake of an informal training or orientation program suited to them. Their orientation as suggested in the model project should involve observations on their part, with some instructions in philosophy and child development.

Day Care Facilities (Grouping of Children)

Older Adults. Older adults working with children in child care programs should ideally be assigned to children with particular problems, either emotional or physical, since this one-to-one attention seems to be so rewarding, but if no children in the child care program have either a physical, emotional, or mental handicap, two to three children for an older adult to work with, is an acceptable staff/child ratio.

The number of hours an older adult should work in a child care program ranges from two to six hours per day. This would probably depend on the health of individual participants, as would the number of days in the week they would work.

Institutionalized Older Adult. With the institutionalized older adult, the number of children they are responsible for at one time should not exceed three, but it should be left up to the discretion of the older adult and the child care director to work out together.

The institutionalized older adult should not work any longer than six hours per day, but since this program would work best on an "open door" policy, where the residents could participate when they wanted to at the convenience of the child care facility, no time commitment needs to be determined.

Parental Involvement

If the grandparent role is an important one in the child's cultural lifestyle or if grandparents play an active role in family life, their participation should be encouraged. This will ensure continuity between the child care program and home. Whether the grandparent can act as "parent" if on site or in case of emergency is up to the parent to decide and can be specified by them.

Administration and Coordination

Older Adult. The role of the older adult must not be seen merely as a "clean-up" person or someone who watches the children while they nap. These roles should only be designated to those older adults who are physically or emotionally impaired and cannot participate in any other way. Otherwise, the older adults should receive a broader role in the child care program in order to ensure that they receive the utmost benefit out of it as well as the children. In other words, their role should be challenging and meaningful to them.

Institutionalized Older Adult. The role of the older adults within the institutionalized setting which contains a child care program should be one of desired participation. They should be ensured of their privacy at all times and only be expected to participate in the child care program when they so desire.

The formulation of the above recommendations for Federal Interagency Day Care Regulations based on the research in this study will hopefully establish a format for future multigenerational child care programs, where the young and the old can receive the maximum benefits.

CHAPTER VII

CONCLUSION

The role of the older adult as a paraprofessional in the child care program takes in many areas of investigation. It brings up the benefits that children receive from the interaction, as well as the benefits the older adults receive. It also calls forth recommendations concerning training and staff professionalism for individuals working in multigenerational child care programs. This study was an attempt to cover all three areas and designate the significant elements of applying them to suggested Federal Interagency Day Care Requirements for multigenerational child care programs.

The empirical research conducted in this study brought forth only minor effects concerning the role of the older adults in the child care program, as opposed to the effects brought out through observations and interviews, which specified that older adults do contribute additional benefits to the child care program. The observations and inter-

views indicate that the children benefit a great deal from the individualized care, warmth, and comfort the older adult provides. Although the observations could not verify improvement in children's social and cognitive skills as a result of the older adults' presence in the child care program, the readings indicated that institutionalized children have improved in these skills due to this special attention given to them by older paraprofessionals. Therefore, it is probable that this same individualized care could also improve social and cognitive skills in children receiving it within a child care program.

The involvement of the older adult in the child care program also fulfills needs for them. In the study conducted by Saltz (1973), it revealed that there was an increase in life satisfaction among foster grandparent participants. It was also apparent from the interviews conducted with the paraprofessionals that their work was meaningful to them and made them feel useful. Such paraprofessional programs also benefit the older adult financially, especially in the case of the older Black female who suffers greatly from poverty.

The area of staff professionalism and training is an area that has been ignored in the past in dealing with older adults. It seems that special training programs are required for individuals working with children, but not

with older adults. Since older adults have special needs too, it is essential that staffs working with older adults have some training in this field. Training should also be conducted with older adults so they can have some comprehension of what is involved in child care. Thus, it follows that individuals are best prepared to train older adults and work with them in child care programs when they have some knowledge and understanding of the capabilities of older adults.

When the training and sensitizing of staffs working in multigenerational environments is well carried out, then a successful program can be accomplished which serves the needs of many individuals and perhaps a community. The multigenerational child care program has the potential for fulfilling the commitment that child care serves the community. It establishes a place where young and old can have contact and have their needs met, thus serving a broad range of ages. It also reinforces cultural lifestyles and a continuity between home and child care program, for enrollees whose heritage professes extended ties and sees the grandparent role as a significant part of family life. For those children who do not have contact with grandparents it enables them to incorporate older adults into their development for further enhancement of emotional or psychological needs and for "restablishing a sense of community" (Mead, 1975).

Therefore, this study has come full circle in discussing the necessary elements involved in creating a viable multigenerational child care program; from the benefits the older adults have to offer to the benefits they have to gain, to the successful integration of old and young in child care programs, followed by the specification of Federal Interagency Day Care Requirements, in order to benefit and service an entire community through child care programs.

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APPENDIX A

Day Care Setting_____
Number _____
Sex _____

Interview with Child

1. Tell me what the word old means to you. (No pictures shown)

2. Do you know any old people?

3. Can you tell me what they are like?

4. (Showing two pictures, one of an older adult and one of a younger adult, the following questions will be asked based on PRAM II)*

Section A

Here are two adults. Everyone says that one of them is_____. Which is the _____adult?** (Circled adjectives indicates older adult.)

PEA's	NEA's
Clean	Dirty
Nice	Naughty
Good	Bad
Pretty	Ugly
Smart	Stupid
Kind	Mean

*Pre-school Racial Attitude Measure II (Williams, 1971)

**Sex of child being tested and sex of adults in pictures will be matched.

5. (Showing only a picture of an older adult, not seen before) Is this person old?

6. Tell me about them?

7. When you are old like this person, what will you be doing?

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APPENDIX B

Day Care Setting_____
Sex of Child _____
Age of Child _____

Interview with Parents

Satisfaction with Behavior of Child In Intergenerational Setting

1. How long has your child been in a day care setting?

2. How long has he/she been in this day care program?

3. Does your child have any other older person that he/she comes in contact with?

   Are they?

   a. a relative
   b. a neighbor
   c. a friend of the family
   d. other, please describe

4. (If response to 5 is yes.) What type of relationship does your child have with this older person?

   a. very close
   b. close
   c. friendly
   d. indifferent
   e. other, please describe

5. How often does your child see this older person?

   a. at least once a day
   b. a couple times a week
   c. once a week
   d. once a month
   e. less than the above, please describe

6. Has your child's behavior changed since he/she has been in <u>this</u> day care program?

   a. improved
   b. no improvement
   c. more difficult to handle than before

7. Are they more cooperative or less cooperative?

8. Are they more willing to listen to suggestions or less?

9. Does he/she need as much attention as they needed before entering this day care program?

10. Has your child changed in his/her interactions with others? (Do they get along better or worse with others, or no change?)

    a. siblings
    b. parents
    c. grandparents
    d. neighborhood children

APPENDIX B (Cont'd.)

11. Additional comments of interviewee (How do you feel about older adults in the day care setting?)

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APPENDIX C

Day Care Setting_____
Time_____
Date_____

Observation/Participation

Communication Skills/Social Skills

1. Child/child interactions

2. Child/staff interactions

3. Child/older adult interactions

Conflict/Cooperation

1. Child/child interactions

2. Child/staff interactions

3. Child/older adult interactions

APPENDIX D

Interview with Professionals in the Field

1. How do you feel about older adults working in day care settings?

2. (Are they) Do you visualize them as more effective with children as aides, than (are) younger persons would be?

3. If a day care program should promote the child's physical emotional, social and intellectual growth and well-being; do you feel older adults in the day care setting would enhance and add to the children's experiences?

4a. What are some of the positive qualities of older adults?

b. What are some of the negative qualities of older adults?

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c. How, if they would, would these qualities affect interaction in the day care setting?

5. If you were the director of a day care program yourself, would you want to employ older adults to work as aides or staff?

   a. Would they need any special training, requirements or needs? (Staff/child ratio, etc.)

   b. What type of changes in day care training programs for older adults would you suggest?

   c. What type of educational background would be advisable?

6. If the day care program is supposed to provide an experience in harmony with lifestyle and the cultural background of the children and grandparents play an active role in the culture of the children, how important is it that older people and/or grandparents participate in the day care environment, as well as parents and younger adults?

7. Have you ever been involved or seen an intergenerational day care program in action?

(Questions 8 and 9 will only be asked of those who respond yes to Question 7.)

8. Do the talents and skills of older adults contribute to enhance the day care environment?

9. Do the children respond to and respect the help and advice of the older adult in the day care setting?

APPENDIX E

Interview with Older Adults

1. On a giving level, what do you bring into the day care setting?

2. Do you visualize yourself as being more effective with the children in the day care setting than are younger persons?

3. Do your talents and skills contribute to enhance the day care environments?

4. Do the children respond to and respect your help and advice in the day care setting?

5. What do you feel you get from working in the day care setting?

6. What do you feel that the children get from your input?

7. What would you look for in an older person as a care giver?

   a. Do you think any special training, or requirements are needed for older persons as care givers? (Staff/child ratios)

   b. What type of educational background is preferable for an older person working in day care?

8. If a day care program should promote the child's physical, emotional, social, and intellectual growth and well-being; do you feel older adults in the day care setting enhance and add to the children's experience?

9. If the day care program provides an experience in harmony with the lifestyle and cultural background of the children and grandparents play an active role in the culture of the children, how important is it that older people and/or grandparents participate in the day care environment, as well as parents and younger adults?

10. Additional comments of interviewee:

RESPONSE TO HEW QUESTIONS ON STAFFING
CHARACTERISTICS OF MULTIGENERATIONAL CHILD CARE PROGRAMS

1. COMMENT - WHAT ARE THE UNIQUE NEEDS SHARED BY THE YOUNG AND THE OLD? (Also see changes in final draft.)

> "Older adults and children seem to be able to resolve each others' problems and fulfill each others' needs, hence, they can be mutually beneficial to one another." (Arlton, and Le Roux, 1969) (The Older Volunteer, no date) p. 18.

2. COMMENT - HOW CRITICAL IS THE QUESTION OF COMPENSATION?

> Yes, older adults would probably work without economic compensation, but the paraprofessional role for the older adult in child care programs has to be directed at all his/her psychosocial needs as well as financial as discussed by Pitterman (1973), pp. 21, 85-86.
>
> Paraprofessional programs imply a paid role, rather than a volunteer role (with no economic compensation). A strictly non-payment role may fill some psychological needs, but not the need to upgrade the income of the older adult (Saltz, 1973, pp. 166-170). This is exemplified in the legislative section of this study.

3. COMMENT - HOW DO WE SQUARE OUR STATEMENTS CONCERNING THE IMPORTANCE OF THE BLACK GRANDMOTHER VERSUS THE FEELING OF "USELESSNESS" FELT BY SOME BLACK WOMEN?

The Black grandmother role is important within the realm of the family, but the Black individual has a feeling of uselessness within the realm of society. (Erhlich, 1975, pp. 12-23; Hays & Mindel, 1973, pp. 51-56; Hill, 1971.)

4. COMMENT - ELABORATE UPON NEEDS SYSTEM SECTION

Those corrections omitted are due to their inclusion in the final draft.

The need system was referred to in Pitterman's (1973) report as significant in motivating older paraprofessionals and upgrading their lifestyles. This was also referred to by John Martin, Jr., Ex-Commissioner on Aging, p. 21.

The four hours a day, which is designated as fulfilling the "avoidance of pain" need system is standard procedure for volunteers in the Foster Grandparent Program sponsored by ACTION, and was not designated by the author. The four hours a day of participation for Foster Grandparents was used as an example to demonstrate how participants in this program are "protected" from working too many hours a day, hence, the "avoidance of pain" need system is being met in this situation, p. 86.

5. COMMENT - PLEASE PROVIDE A DEFINITION OF OLDER ADULT

Older adults are defined in this study in the introduction as individuals over sixty. This definition is to be applied to every mention of older adult throughout the study, p. 3

There is a distinction between older adults and grandparents. Grandparents are, of course, any individual with grandchildren and can be any age that nature will allow.

6. COMMENT - PLEASE MORE ADEQUATELY DEFINE "ROLES OF OLDER ADULTS."

The role of older adults in child care programs, as defined in this study are "individuals who are trained to work under the guidance of professionals on either a paid or non-payment basis." (Cohen et al., 1974, pp. 39-53.)

The roles are more adequately defined in the suggested FIDCR under Administration and Coordination. The older adult should have a meaningful and challenging role in the child care facility, p. 93

7. COMMENT - PLEASE DEFINE PRE-SCHOOL

Pre-school children are defined for this study as children, ages three, four and five. This was the age group which was used for all the testing procedures utilized for the study, p. 30.

8. COMMENT - DOES THE 1:5 STAFFING RATIO INCLUDE THE OLDER ADULT?

The one to five staff/child ratio should not include the older paraprofessional:

(1) In that it may jeopardize the position of paid professionals in child care programs, which is not the objective of this study. The objective is to strengthen the child care environment; causing any form of resentment among staff would not strengthen this environment.

(2) The greatest benefit the older adult has to bring to the child care program is that they become "additional staff" and provide additional care to the children that other staff are too busy to provide. Including them into the 1:5 ratio would undermine this objective.

(3) On the other hand, the presence of older adults as "additional staff" is not meant to undermine their contributions to the child care setting, but acts as a safeguard to the positions held by staff with formal training in child care. This situation of making older adults "additional staff" means that some impetus will have to be given to encourage child care facilities to hire older adults and train them as paraprofessionals.

9. COMMENT - PROVIDE INFORMATION ON CALIFORNIA EXPERIMENT.

Information is enclosed dealing with the California experiment - combination Nursery School/Geriatric Center. No matter of economics was discussed or investigated for this study.

10. COMMENT - IF POSSIBLE, PROVIDE INFORMATION ON SCANDANAVIAN INTERGENERATIONAL FACILITIES

This area was not investigated due to the limitations of time and due to the author's concern with the role of the older adult in the United States. (Curtin, 1972; Mead, 1975; Rosow, 1974). pp. 8, 11.

11. COMMENT - WHY ARE JOBS IMPORTANT FOR ELDERLY? WHY ARE THEY EAGER TO WORK?

Jobs for the elderly are important because of their economic circumstances (Saltz, 1973) p. 20 and because of psychological problems due to the loss of roles (Rosow, 1974) p. 8 . Older adults are eager for jobs and financial security. "It makes me feel needed; it gives me something worthwhile to do; it helped me to be more independent financially" (Arlton and Le Roux, 1969).

Older adults are eager to work because of boredom due to the loss of roles (Rosow, 1974). p. 8.

Other adult age groups in our society are less dependent, due to financial and emotional security, since we tend to respect the working individual.

12. COMMENT - WHY SHOULD CHILD CARE FACILITIES GO TO THE TROUBLE OF TRAINING OLDER ADULTS?

The purpose of the study was to find evidence as to why older adults should be included in child care programs. The older adult has the extra time and energy to offer assistance to the child with special needs or to a child who needs some special attention for the time being. This special attention cannot always be offered by the teacher and other staff since they are oftentimes busy doing other things.

The study covers this through empirical research, observations, interviews, and readings. The substantial part of this data indicates that older adults provide additional benefits to children. Child care facilities interested in offering more to the children in terms of special care and providing a linkage between home life and the facility will want to incorporate older adults into their programs as paraprofessionals or grandparent participants. For facilities interested in also providing roles for older adults, the role of the older adults in the program will be offering them financial and psychological compensation. The child care facility interested in incorporating older adults would be one not only aiding working or single parents and their children, but servicing a community.

13. COMMENT - TITLE 20 - CAN IT BE USED?

Several discussions with staff members of the Title 20 Agency have verified my initial statements in this area. As Title 20 agencies have an obligation to serve the Supplemental Security Income (SSI) population, elderly, blind and disabled, the use of these funds are perfectly acceptable for day care. Once the Title 20 Agency or its subcontractor has become eligible for funds, they can be used to both train older providers, as well as pay them for services and/or expenses. We suggest that Title 20 is and should be one of the major funding sources for this type of social service.

14. COMMENT - DO STATE LAWS PROHIBIT INTER-GENERATIONAL DAY CARE?

We were only able to survey several of the Western states (California, Oregon, Washington, Arizona, Colorado) through the mechanism of questioning the departments of social services. These five states stated that while there were regulations to be met, there were no prohibitions to the operation of such a day care program. The officials in California stated that the experience of the Foster Grandparent program helped to smooth the path to the implementation of intergenerational day care.

15. COMMENT - IS THE ISSUE OF DISEASE BETWEEN CHILD AND OLDER ADULT A PROBLEM?

As this appeared to be a potentially serious problem, we attempted to trace the source of this issue. After much searching it was ascertainted that while health departments in several states had raised some question in this area, there were never any formal regulations drawn which prohibited intergenerational day care due to the diseases factor. While the regulatory agencies (health departments) require both the children and "teachers" to have a full physical on a yearly basis, there are no prohibitions beyond this reasonable request.

In other words, there was more conflictive behavior at the multigenerational child care program because it was allowed. There was less conflictive behavior at the traditional child care program because it was not allowed. This difference in philosophies makes a judgment of the good or bad effect the older paraprofessional has upon the children in general difficult to make. Therefore, acceptable behavior can really only be judged by parents or staff of the individual child care program, not by an outsider. The outsider can determine what type of effect the older paraprofessional may have upon the behavior of the child in terms of the older adult/child interactions.

"Parental Involvement" should not be used.

"Parental involvement" was used because it is a direct reference from the section in the FIDCR (HEW, 1972).

4. BROADEN SECTION ON ADMINISTRATION AND COORDINATION

This study was an attempt to fill in those gaps which the FIDCR did not seem to cover for multigenerational child care programs.

We feel that the discussion of policies and procedures laid out in the present FIDCR (HEW, 1972) are adequate to cover any multigenerational child care program without reiteration, but the following could be added:

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